

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Transition

Grade Level: Students Ages 18 - 21

Date of Board Approval: _____2018_____

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Planned Instruction

Title of Planned Instruction: Transition

Subject Area: Special Education

Grade(s): Students Ages 18 - 21

Course Description: This course is designed to assist students with disabilities ages 18-21 develop understanding in the areas of post- secondary options, independent living, and community participation. Topics include self -understanding regarding post-secondary employment opportunities, personal finance, healthy living, accessing community resources, and participating in recreational community activities. Students will develop skills to live as independently as possible.

* The concepts in the curriculum will be introduced to all students and monitored according to each student's individual needs.

Time/Credit for the Course: 4 Semesters

Curriculum Writing Committee: JoAnn Anderson, Laura Butler, Donna Donegan

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Curriculum Map

1. Marking Period One -Overview with time range in days: 45 Days

Marking Period One -Goals:

Post-Secondary Opportunities- Career Awareness and Post-Secondary Choices

Understanding of:

- What is a job
- Jobs that may be of interest
- Qualities of workers to perform well on a job
- Resume writing
- Job application terms
- Following directions on a form
- Filling out simple/complex job applications
- Job positions
- Interviews
- Dressing and presenting of self for an interview
- Follow up after an interview

Independent Living- Personal Financing and Managing a Budget

Understanding of:

- Value of money
- Managing a budget
- Managing credit, checks, and banking
- Cost of items and choosing best products for value

Community Participation- Access a Library and Post Office

Understanding of:

- Features of library, post office
- Observing rules
- Asking for help
- Using a computer at the library
- Navigating library and post office website
- Locate a fiction and nonfiction book
- Apply and use library card
- Take care of library materials
- Prepare a package for mailing
- Buy stamps
- Change address or hold mail

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2. Marking Period Two -Overview with time range in days: 45 Days

Marking Period Two -Goals:

Post-Secondary Opportunities- Technology in the Work Environment-

Understanding of:

- Use of phone numbers
- Telephone conversations/Communicating messages
- Leaving voice messages
- Making emergency calls
- Finding numbers in a directory and on the Internet
- Making appointments
- Identifying parts of a desktop/laptop
- Creating, Saving, Printing a document
- Navigating a computer
- Sending and receiving email
- Email etiquette and safety
- Searching the Internet to find job postings
- Evaluation Technology needs and wants
- Using electronic devices
- Using social media appropriately/job seeking
- Understanding texting

Independent Living- Shopping for Food and Clothing

Understanding of:

- Going grocery shopping
- Eating at a restaurant
- Shopping for clothes and personal items
- Caring for clothing and personal items

Community Participation- Access Community Agency

Understanding of:

- Local community resources
- Local community Agencies
- Community service opportunities
- Calling a community agency
- Completing a service application

3. Marking Period Three -Overview with time range in days: 45 Days

Marking Period Three –Goals

Post-Secondary Opportunities- Navigating through the Workplace-

Understanding of:

- Identifying and protecting personal data
- Abbreviations in the workplace

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- Filling out Employment form I-9
- Filling out Employment form W-4
- How workers are paid
- Reading Paychecks and Pay Statements
- Deductions and Benefits
- Pay and Benefit terms
- Identifying businesses by types
- Classifying commercial signs
- Signs at a place of business
- Warning and safety signs
- Warning labels

Independent Living- Healthy Life Style

Understanding of:

- Preparing food at home
- Maintaining a household

Community Participation- Understanding Citizenship

Understanding of:

- Citizenship
- Democracy
- What our government does
- Becoming an active citizen
- Voting concepts
- Voting requirements
- Voter registration form
- Becoming an informed voter
- Completing an election ballot
- Voting in a polling place

4. Marking Period Four –Overview with time range in days: 45 days

Marking Period Four -Goals:

Post-Secondary Opportunities- On-the-Job Skills and Behaviors

Understanding of:

- Job Skill Categories
- Written directions
- Action words
- Step-by-Step directions
- Alphabetizing by first letter
- Filing Alphabetically
- Identifying appropriate behaviors
- Planning for a first day on the job
- Seeking information about the workplace

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Working with others
Identifying a positive attitude
Importance of Speed and Accuracy
Communicating with people on a job
Handling Ethical situations

Independent Living- Personal Care

Understanding of:

Taking care of your body
Understanding medical conditions and care
Taking medication
Recognizing personal health decisions

Community Participation- Using Recreational Facilities

Understanding of:

Community recreation options
Parks, zoos, and museums
Movies, sporting events and performances

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UNIT:

Post-Secondary Opportunities-

Big Idea # 1:

Competitive employment requires pre-employment and employment skills, computer and technology skills and knowledge necessary for successful job seeking.

Essential Questions:

- What are the range of options and decisions that come with entering the post-secondary world?

Concepts:

- Knowing what educational options are available after high school
- Recognizing the requirements of various post-secondary options
- Identifying career options available after high school
- Understanding the nature of a job
- Matching interests and abilities with career choices
- Understanding work ethics

Competencies:

- Examine the options available after high school
- Recognize options in post-secondary education
- Understand what vocational training is
- Explore the occupations that require vocational training
- Understand the nature of a job
- Recognize the benefits of a job
- Think about personal interests and preferences as they relate to a job/career
- Understand the traits and abilities that are required for success in the workplace
- Identify personal data
- Recognize that personal data must be guarded
- Complete a personal data form
- Understand common abbreviations found on forms
- Understand the purpose of a Social Security card/number
- Identify the purpose of Form I-9
- Interpret directions for filling out Form I-9
- Complete the employee part of Form I-9
- Identify the purpose of Form W-4
- Understand the meanings of Form W-4 terms
- Interpret and follow directions for completing the bottom section of Form W-4
- Write dates on forms
- Fill out personal data card

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- Understand the information needed for a personal data card
- Follow written directions on forms
- Write correctly and neatly
- Identify people who can serve as references
- Get permission and contact information from references
- Fill out simple employment application
- Understand the information that is included on a complex employment form
- Fill out a complex employment application
- Identify features of a sample resume
- Prepare a resume
- Identify sources of job postings
- Identify the features of a job posting
- Identify appropriate interviewee behaviors
- Decide what is appropriate to wear to an interview
- Recognize how to prepare for a job interview
- Practice being interviewed
- Review and critique the interview
- Recognize that a thank-you note is an important follow-up to an interview
- Find information online about an employer
- Create a list of questions to ask the employer in an interview
- Recognize that different jobs have different payment methods
- Identify the parts of a paycheck
- Understand terms found on pay statements
- Describe common benefits
- Understand deductions for benefits
- Review terms about job pay and benefits
- Identify personal skills
- Understand how personal skills translate to job skills
- Understand job skill categories
- Read and understand direction words for working with text and numbers
- Read and understand action words used for manual tasks
- Put words in alphabetical order by first letter
- Alphabetize names by the second letter and beyond
- Relate appropriate classroom behavior to appropriate on-the-job behavior
- Recognize the importance of getting to work on time
- Make a plan for the first day of work
- Identify how to acquire information about the workplace
- Identify appropriate and inappropriate interactions with co-workers
- Understand the importance of speed and accuracy at work
- Evaluate speed and accuracy in current work
- Explain how to balance speed and accuracy in the workplace
- Identify appropriate communication styles with supervisors and customers

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- Identify work situations that require intervention
- Plan how to act in difficult work situations
- Recognize types of businesses in a community
- Identify signs in a shopping center
- Classify commercial signs
- Recognize the purpose of signs at places of business
- Identify and understand safety and warning signs
- Identify and understand warning labels
- Identify the numbers needed to make a phone call
- Use a telephone keypad to make calls
- Speak clearly and appropriately on a telephone
- Note important details when taking a message
- Include essential information in a voice message
- Know how and when to call 911
- Make a list of important numbers
- Find phone numbers in a residential directory
- Find businesses and phone numbers in a business directory
- Locate businesses and phone numbers online
- Use basic features of a cell phone
- Use a phone to make an appointment with a service
- Identify the different parts of a desktop computer
- Identify the different parts of a laptop computer
- Use word-processing software to create a document
- Save and print a document
- Use pull-down menus
- Use the Help function to find answers to questions about the computer
- Receive, compose, and send email messages
- Recognize appropriate behavior when exchanging email
- Recognize potential risks of email
- Learn how to navigate a website
- Use a search engine to answer questions and locate information
- Follow directions to operate an electronic device
- Understand what is appropriate when using social media

Independent Living-

Big Idea # 2:

Living as independently as possible requires skills associated with daily life: shopping for food/clothing, cooking, laundry, housing, money management, and staying healthy.

Essential Questions:

- What are the skills necessary for maintaining an independent lifestyle?

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Concepts:

- Knowing how to make wise food and monetary choices at a grocery store
- Preparing healthy meals and following recipes
- Making choices, using money, and practicing table manners when eating at restaurants
- Identifying and choosing the best clothing for different situations
- Understanding how to read clothing labels and care for clothing
- Securing living quarters and understanding the housing agreements to be signed
- Understanding what is involved in moving to first home and the household upkeep required
- Understanding money values in order to make purchases and other economic decisions
- Understanding major systems of the body in order to monitor health and communicate effectively about health issues.

Competencies:

- Understanding nutritional categories
- Navigating a grocery store
- Reading labels on packaged foods and the nutrition facts
- Using coupons and fliers
- Reading unit price labels
- Weighing produce
- Distinguishing between healthy and unhealthy food choices
- Identifying food nutritional categories
- Locating items in a grocery store
- Understanding packaging and nutrition labels
- Using coupons and fliers
- Using unit price labels to comparison shop
- Computing the cost of food by weight
- Identifying coins, bills, and monetary symbols
- Equivalent values of coins and bills
- Counting coins and adding to get totals
- Recognizing dollars and cents
- Counting coins and bills
- Identifying groups of coins and bills with equivalent values
- Comparing values of money
- Identifying equivalent amounts
- Making and checking change
- Counting up to make change
- Using the fewest coins and bills to make change

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- Using the exact change
- Reading charts with prices
- Determining sales tax
- Comparing needs and wants
- Understanding budgeting
- Reading a pay stub
- Making a basic budget
- Developing a personal budget
- Understanding credit cards and interest charges
- Understanding savings and checking accounts
- Writing checks and using a check register
- Understanding how to use debit cards
- Recognizing ways to protect privacy
- Reading bank statements and balancing a checkbook
- Reading prices
- Understanding price ranges
- Calculating total costs
- Comparing prices of similar products
- Comparing regular and sale prices
- Using discount coupons
- Keeping spending within a budget
- Understanding unit pricing
- Understanding percentage discounts

Community Participation-

Big Idea # 3:

Successful community participation requires knowledge of community resources, services, entertainment options, and being an active citizen.

Essential Questions:

- How does an individual become an active participant in his/her community?

Concepts:

- Knowing how to use a library
- Knowing how to use the post office
- Obtaining and organizing information about community resources
- Understanding basic information about registering to vote and voting
- Understanding and accessing recreation and community activities

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Competencies:

- Identify the features of a public library
- Understand the reasons for library rules
- Ask for help appropriately
- Use an online library catalog to locate materials
- Explore library's website
- Locate fiction and nonfiction books
- Use alphabetical order and call numbers to locate books
- Complete an application for a library card
- Understand how to check out book or movie
- Recognize the importance of treating library materials with care
- Identify features of a post office
- Write return and delivery addresses
- Navigate the USPS website
- Prepare a package for mailing
- Determine the correct postage
- Understand how the post office will hold or forward mail
- Identify sources of information for community service programs and agencies
- Categorize and organize information about community service agencies
- Identify local and national agencies and programs
- Explore opportunities to volunteer
- Plan and carry out an effective phone call with a service organization
- Explore the meaning of citizenship
- Discuss privileges and responsibilities of being a citizen
- Recognize the essential features of a democratic form of government
- Understand the rights and responsibilities of citizens in a democracy
- Understand how our government works
- Recognize the responsibilities of our government
- Recognize and respect people's political views
- Understand vocabulary and concepts connected to voting
- Understand the requirements to be eligible to vote
- Complete a voter registration form
- Understand how to become an informed voter
- Understand how to read an election ballot
- Understand the steps involved in casting a ballot
- Identify the features and uses of a park, zoo, and museum
- Identify appropriate behavior at a movie theater
- Identify community recreation and sporting activities
- Understand rules for guests at recreation and sporting activities

Curriculum Plan

Unit: 1

Time Range in Days: 45

Post-Secondary Opportunities-

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.F, 13.1.11.H, 13.2.11.A, 13.2.11.C, 15.2.12.E, 15.2.12.G, 15.2.12.H, 15.2.12.J

Common Core Standards

CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview:

Career Awareness and Post-Secondary Choices

Focus Question(s):

What are the options available after high school?

Goals:

- Students will learn what is a job.
- Students will explore jobs of interest.
- Students will learn the qualities of workers that perform well on a job.
- Students will learn how to write a resume.
- Students will learn job application terms.
- Students will learn to follow directions on a form.
- Students will learn how to fill out simple and complex applications.

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- Students will learn job positions.
- Students will learn the interview process.
- Students will learn dressing and presenting of self for an interview.
- Students will learn how to follow up after an interview.

Objectives:

Identify the options available after high school. (DOK 1)

Interpret options in post-secondary education. (DOK 2)

Explain what vocational training is. (DOK 1)

Identify the occupations that require vocational training. (DOK1)

Describe the nature of a job. (DOK 1,2)

Describe the benefits of a job. (DOK 1, 2)

Identify personal interests and preferences as they relate to a job/career. (DOK 1)

Explain the traits and abilities that are required for success in the workplace. (DOK 1,2)

Identify people who can serve as references. (DOK 1)

Demonstrate the ability to get permission and contact information from references. (DOK 2)

Demonstrate the ability to fill out simple employment applications. (DOK 2)

Interpret the information that is included in a complex employment form. (DOK 2)

Demonstrate the ability to fill out complex employment applications. (DOK 2)

Identify features of a sample resume. (DOK 1)

Demonstrate the ability to prepare a resume. (DOK 2)

Identify sources of job postings. (DOK 1)

Identify the features of a job posting. (DOK 2)

Identify appropriate Interviewee behaviors. (DOK 2)

Compare and contrast what is appropriate to wear to an interview. (DOK 3)

Describe how to prepare for a job interview. (DOK 1,2)

Identify and create a list of questions to ask the employer in an interview. (DOK 1,2)

Demonstrate the ability to be interviewed by practice interviews. (DOK 2)

Interpret and critique the interview. (DOK 2, 3)

Identify and demonstrate writing a thank you note as an important follow-up to an interview.
(DOK 1,2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to career awareness and post-secondary choices.
- Students will complete worksheets and forms for career awareness in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concept checks for Discussion topics 8,9

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- Students will perform student activities for Employment Applications (1,4,6,7,8) and Job Interview skills (5).

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

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Independent Living Skills

Standard(s): PA Academic Standards

Standards Addressed:

Common Core Standards

CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

Overview:

Personal financing and managing a budget

Focus Question(s):

What skills are necessary for understanding the value of money in order to make purchases and other economic decisions?

Goals:

- Students will learn about the value of money.
- Students will learn how to manage a budget.
- Students will learn how to manage credit, checks, and banking.
- Students will learn about the cost of items and how to choose the best products for value.

Objectives:

Identify coins, bills, and monetary symbols (DOK 1)
Determine equivalent values of coins and bills (DOK 2)
Count coins and add to get totals (DOK 1 & 2)
Recognize dollars and cents (DOK 1)
Count coins and bills (DOK 1)
Identify groups of coins and bills with equivalent values (DOK 2)
Compare and contrast values of money (DOK 3)
Identify equivalent amounts (DOK 2)
Make and check change (DOK 2)
Count up to make change (DOK 2)
Use the fewest coins and bills to make change (DOK 3)
Use the exact change (DOK 2)
Read charts with prices (DOK 1 & 2)
Determine sales tax (DOK 2)

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Compare and contrast needs and wants (DOK 3)
Understand budgeting (DOK 2)
Read a pay stub (DOK 1 & 2)
Create a basic budget (DOK 3 & 4)
Develop a personal budget (DOK 3 & 4)
Understand credit cards and interest charges (DOK 2)
Understand savings and checking accounts (DOK 2)
Write checks and use a check register (DOK 2)
Understand how to use debit cards (DOK 2)
Recognize ways to protect privacy (DOK 3)
Read bank statements and balance a checkbook (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to career awareness and post-secondary choices.
- Students will complete worksheets and forms for career awareness in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will perform student activities for Understanding Value of Money (4,5,6), Managing a Budget (1,5,7), Determining How Much Items Cost (3,5,6), Making Change (1,3,4) Managing Credit, Check, and Banking (4).

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

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Community Participation-

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

15.2.12.N, 15.6.12H

Common Core Standards

CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview: Access a library and a post office.

Focus Question(s): How do individuals successfully access community resources such as public library and post office?

Goals:

- Students will learn features of library, post office
- Students will observe rules
- Students will ask for help
- Students will Use a computer at the library
- Students will navigate library and post office website
- Students will locate a fiction and nonfiction book
- Students will apply and use library card
- Students will take care of library materials
- Students will prepare a package for mailing
- Students will buy stamps
- Students will learn process to change address or hold mail

Objectives:

Identify the features of a public library (DOK 1)

Explain the reasons for library rules (DOK 1, 2)

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- Demonstrate the ability to ask for help appropriately (DOK 2)
- Demonstrate the ability to use an online library catalog to locate materials (DOK 2)
- Demonstrate the ability to explore library's website (DOK 2)
- Demonstrate the ability to locate fiction and nonfiction books (DOK 2)
- Organize and locate books using alphabetical order and call numbers (DOK 2)
- Demonstrate completion of an application for a library card (DOK 2)
- Describe the procedure to check out book or movie (DOK 1, 2)
- Explain the importance of treating library materials with care (DOK 1,2)
- Identify features of a post office (DOK 1)
- Demonstrate the ability to write return and delivery addresses (DOK 2)
- Perform procedures in navigating the USPS website (DOK 1)
- Describe the process of preparing a package for mailing (DOK 1, 2)
- Calculate the correct postage (DOK 1)
- Tell how the post office will hold or forward mail (DOK 1)

Core Activities and Corresponding Instructional Methods:

Identify terminology related to community participation (using a library and post office).

Students will complete worksheets and forms for community participation in the Brigance Transition Skills and Activities Student Book.

Students will complete progress assessment questions throughout the discussion topics.

Students will complete concept checks.

Students will perform student activities for using a library (1,4) and using a post office (1,6)

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in community awareness exercises, successful completion of class work assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

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Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

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Unit: 2

Time Range in Days: 45

Post-Secondary Opportunities-

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards

13.2.11.B, 15.2.12.K, 15.2.12.N

Common Core Standards

CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview:

Technology in the Work Environment

Focus Question(s):

How is technology utilized in the work environment?

Goals:

- Students will learn appropriate telephone conversations and communicate messages.
- Students will learn how to leave appropriate voice messages.
- Students will learn how to make emergency calls.
- Students will learn how to find numbers in a directory and on the Internet.
- Students will learn how to make an appointment.
- Students will learn the parts of desktop/laptop.
- Students will learn how to create, save, and print a document.
- Students will learn how to navigate a computer.
- Students will learn sending and receiving an email.
- Students will learn email etiquette and safety.
- Students will learn how to search the Internet to find job positions.
- Students will learn to evaluate technology needs and wants.

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- Students will learn how to use electronic devices.
- Students will learn using social media appropriately/job seeking.
- Students will understand texting.

Objectives:

- Interpret direction words for working with text and numbers. (DOK 1)
- Identify how to acquire information about the workplace. (DOK 1)
- Identify the numbers needed to make a phone call. (DOK 1)
- Demonstrate how to speak clearly and appropriately on the telephone. (DOK 2)
- Interpret important details when taking a message. (DOK 2)
- Demonstrate essential information to include in a voice mail. (DOK 2)
- Interpret how and when to call 911. (DOK 2)
- Identify and demonstrate making a list of important numbers. (DOK 1,2)
- Identify important phone numbers in a residential directory. (DOK 1)
- Identify businesses and phone numbers in a business directory. (DOK 1)
- Demonstrate how to locate businesses and phone numbers online. (DOK 2)
- Demonstrate how to use the basic features of a cell phone. (DOK 2)
- Demonstrate how to use a phone to make an appointment with a service. (DOK 2)
- Identify the different parts of a desktop computer. (DOK 1)
- Identify the different parts of a laptop computer. (DOK 1)
- Demonstrate using word-processing software how to create a document. (DOK 2)
- Demonstrate saving and printing a document. (DOK 2)
- Demonstrate using a pull-down menu. (DOK 2)
- Demonstrate how to use the help function to find answers to questions about the computer. (DOK 2)
- Demonstrate receiving, composing and sending email messages. (DOK 2)
- Describe appropriate behavior when exchanging email. (DOK 1,2)
- Identify potential risks of email. (DOK 1)
- Demonstrate how to navigate a website. (DOK 2)
- Demonstrate how to use a search engine to answer questions and locate information. (DOK 2)
- Demonstrate how to find information online about an employer. (DOK 2)
- Demonstrate following directions to operate an electronic device. (DOK 2)
- Interpret what is appropriate when using social media. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to technology in the work environment.
- Students will complete worksheets and forms for telephone skills and computer skills in the Brigrance Transition Skills and Activities Student Book.

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- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concept checks.
- Students will perform student activities for telephone skills (5) and technology skills (1, 9 part 1 and 2).

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

DELAWARE VALLEY SCHOOL DISTRICT

Independent Living-

Standard(s): PA Academic Standards

Standards Addressed:

Common Core Standards

CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

Overview:

Shopping for food and clothing

Focus Question(s):

How to combine knowledge of budgeting skills with a healthy lifestyle while shopping for food, clothing and other household goods.

Goals:

- Students will learn about grocery shopping.
- Students will learn how to dine at a restaurant.
- Students will learn how to shop for clothing.
- Students will learn how to take care of clothing

Objectives:

Formulate a plan for healthy food choices (DOK 3)
Understand nutritional categories (DOK 2)
Navigate a grocery store (DOK 1)
Read labels on packaged foods and the nutrition facts (DOK 1 & 2)
Use coupons and fliers (DOK 1 & 2)
Read unit price labels (DOK 1 & 2)
Weigh produce (DOK 1 & 2)
Distinguish between healthy and unhealthy food choices (DOK 3)
Identify food nutritional categories (DOK 2)
Locate items in a grocery store (DOK 1)
Understand packaging and nutrition labels (DOK 2)
Use unit price labels to comparison shop (DOK 3)
Compute the cost of food by weight (DOK 2)

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Recognize signs in a restaurant (DOK 1)
Compare and contrast restaurants (DOK 3)
Use restaurant manners (DOK 3)
Read a menu and make choices (DOK 2 & 3)
Read check (DOK 2)
Calculate tip (DOK 2)
Understand signs in a clothing store (DOK 1)
Recognize proper fit in clothing (DOK 2)
Identify suitable clothing for weather/season (DOK 2)
Choose appropriate clothing for different occasions (DOK 3)
Purchase and return clothing (DOK 2)
Compare and contrast prices of clothing (DOK 3)
Read clothing and laundry product labels (DOK 1 & 2)
Understand how to hand-wash clothes and use a washer and dryer (DOK 2 & 3)
Use an iron and ironing board (DOK 1 & 2)
Mend clothing with basic sewing (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to career awareness and post-secondary choices.
- Students will complete worksheets and forms for career awareness in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will perform student activities for Going Grocery Shopping (2,5,7,8), Preparing Food (1,5,7), Going to a Restaurant (1,5), Shopping for Clothes (1).

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

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Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

DELAWARE VALLEY SCHOOL DISTRICT

Community Participation-

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards: 13.2.11.A, 13.2.11.C, 15.2.12.K

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview: Access a community agency

Focus Question(s): How do individuals access community agencies?

Goals:

- Students will learn about local community resources
- Students will learn about local community Agencies
- Students will list community service opportunities
- Students will call a community agency
- Students will complete a service application

Objectives:

Identify and compare sources of information for community service programs and agencies (DOK 2)

Categorize and organize information about community service agencies (DOK 2)

Identify and summarize local and national agencies and programs (DOK 2)

Describe opportunities to volunteer (DOK 1)

Develop a plan and carry out an effective phone call with a service organization (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to community participation and accessing a community agency
- Students will complete worksheets and forms for community participation in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.

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- Students will complete concept checks.
- Students will perform student activities for using a community agency (2,5)

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in community awareness exercises, successful completion of class work assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 3

Time Range in Days: 45

Post-Secondary Opportunities-

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards: 6.5.9.A, 6.5.12.A, 11.1.9.E, 11.1.12.E

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition:

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview:

Navigating through the Workplace

Focus Question(s):

What information is important after a job is secured?

Goals:

- Students will learn how to identify and protect personal data.
- Students will learn abbreviations in the workplace.
- Students will learn how to fill out Employment form I-9.
- Students will learn how to fill out Employment Form W-4.
- Students will learn how workers are paid.
- Students will learn how to read paychecks and pay statements.
- Students will learn deductions and benefits.
- Students will learn pay and benefit terms.
- Students will learn how to identify businesses by types.
- Students will learn how to classify commercial signs.
- Students will learn signs at a place of business.
- Students will learn warning and safety signs.
- Students will learn warning labels.

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Objectives:

- Identify personal data. (DOK 1)
- Explain that personal data must be guarded. (DOK 1,2)
- Demonstrate how to complete a personal data form. (DOK 2)
- Identify common abbreviations found on forms. (DOK 1)
- Explain the purpose of a Social Security card/number. (DOK 1,2)
- Identify the purpose of Form I-9. (DOK 1)
- Interpret directions for filling out Form I-9. (DOK 2)
- Demonstrate how to complete Form I-9. (DOK 2)
- Identify the purpose of Form W-4. (DOK 1)
- Interpret the meanings of Form W-4 terms. (DOK 2)
- Interpret and follow directions for completing the bottom section of Form W-4. (DOK 2)
- Demonstrate writing dates on forms. (DOK 2)
- Identify the information needed for a personal data card. (DOK 1)
- Demonstrate filling out a personal data card. (DOK 2)
- Demonstrate following written directions on forms. (DOK 2)
- Demonstrate writing correctly and neatly on forms. (DOK 2)
- Compare and contrast that different jobs have different payment methods. (DOK 3)
- Identify the parts of a paycheck. (DOK 1)
- Identify terms found on pay statements. (DOK 1)
- Describe common benefits. (DOK 1,2)
- Interpret deductions for benefits. (DOK 2)
- Identify terms about job pay and benefits. (DOK 1)
- Identify types of businesses in a community. (DOK 1)
- Identify signs in a shopping center. (DOK 1)
- Contrast commercial signs. (DOK 3)
- Explain the purpose of signs at places of business. (DOK 1,2)
- Identify and understand safety and warning signs. (DOK 1,2)
- Identify and understand warning labels. (DOK 1,2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to navigating through the workplace.
- Students will complete worksheets and forms for navigating through the workplace in the Brigrance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concept checks.
- Students will perform student activities for Government Forms (1, 4, 5, 6), Job Pay and Benefits (2,4) and Workplace Signs and Warning Labels (5).

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Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

DELAWARE VALLEY SCHOOL DISTRICT

Independent Living -

Standard(s): PA Academic Standards

Standards Addressed:

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

Overview:

Healthy Lifestyle

Focus Question(s):

What skills are necessary to prepare meals and handle food safely, both for personal living and for many jobs?

What skills are needed to seek and secure housing and maintaining a household?

Goals:

- Students will learn how to prepare food.
- Students will learn how to find and secure living quarters and understand the housing agreements they sign.
- Students will learn the skills needed to maintain and care for a home.

Objectives:

- Identify kitchen appliances and utensils (DOK 1)
- Identify clean and safe kitchen practices (DOK 1)
- Read understand directions in recipes (DOK 1 & 2)
- Understand how to shop for recipe ingredients (DOK 2)
- Adjust recipe measurements to increase or decrease servings (DOK 3)
- Follow steps of a recipe in sequence (DOK 2)
- Identify housing needs and wants (DOK 2)
- Interpret housing ads (DOK 2)
- Identify criteria for selecting a roommate (DOK 1)
- Distinguish the rights and responsibilities of tenants and landlords (DOK 3)
- Read and understand rental agreements (DOK 1 & 2)
- Identify resources for housing support (DOK 1)
- Identify and use tools and cleaning products (DOK 1 & 2)
- Prepare for and schedule housekeeping jobs (DOK 2 & 3)
- Use a checklist to plan a move (DOK 1 & 2)
- Understand steps and cost in moving to an apartment and furnishing it (DOK 2 & 3)

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Identify security measures and safe behaviors in a home (DOK 2 & 3)

Read a utility bill (DOK 1)

Plan a household budget (DOK 3 & 4)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to career awareness and post-secondary choices.
- Students will complete worksheets and forms for career awareness in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will perform student activities for Preparing Food (1,5,7), Securing Housing (2,6), Maintaining Housing (9).

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

DELAWARE VALLEY SCHOOL DISTRICT

Community Participation-

Standard(s): PA Academic Standards

Standards Addressed: PA Academic Standards
15.6.12.S

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3,
NS4.4

Overview: Understanding citizenship

Focus Question(s): How does an individual become an active citizen?

Goals:

- Student will learn what United States citizenship means
- Student will learn what a democracy is
- Student will learn what our government does
- Student will learn what it means to be an active citizen
- Student will learn voting concepts
- Student will learn voting requirements
- Student will learn how to complete a voter registration form
- Student will learn why it is important to become an informed voter
- Student will read and complete an election ballot
- Student will learn voting procedures

Objectives:

Identify and interpret the meaning of citizenship (DOK 1, 2)

Support ideas with details and examples relating to privileges and responsibilities of being a citizen (DOK 3)

Summarize the essential features of a democratic form of government (DOK 2)

Identify and interpret the rights and responsibilities of citizens in a democracy (DOK 1, 2)

Describe how our government works (DOK 1, 2)

Recognize the responsibilities of our government (DOK 1)

Compare people's political views (DOK 2)

Identify and summarize vocabulary and concepts connected to voting (DOK 1, 2)

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Name the requirements of voting eligibility (DOK 1)

Perform completion of a voter registration form (DOK 1)

Describe the process on becoming an informed voter (DOK 1)

Recall the process of how to read an election ballot (DOK 1)

List the steps involved in casting a ballot (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to community participation and understanding citizenship
- Students will complete worksheets and forms for community participation and understanding citizenship in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concept checks.
- Students will perform student activities for voting (6)

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in community awareness exercises, successful completion of class work assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

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Unit: 4

Time Range in Days: 45

Post-Secondary Opportunities-

Standard(s): PA Academic Standards

Standards Addressed:

PA Academic Standards: 13.2.11.E, 13.3.11.A, 13.3.11.C, 13.3.11.E, 15.2.12.A, 15.2.12.I, 15.2.12.L, 15.2.12.M, 15.2.12.P, 15.2.12.Q

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview:

On-the-Job Skills and Behaviors

Focus Question(s):

What are the appropriate job skills and decorum needed to be successful in the workplace?

Goals:

- Students will learn job skill categories.
- Students will learn to follow written directions.
- Students will learn action words on a job.
- Students will learn how to follow step-by-step directions.
- Students will learn how to alphabetize by first letter.
- Students will learn how to file alphabetically.
- Students will learn to identify appropriate behaviors.
- Students will learn how to plan for a first day on the job.
- Students will learn how to seek information about the workplace.
- Students will learn how to work with others.
- Students will learn how to identify a positive attitude.
- Students will learn the importance of speed and accuracy.
- Students will learn communicating with people on a job.
- Students will learn how to handle ethical situations

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Objectives:

Identify personal skills. (DOK 1)

Interpret how personal skills translate to job skills. (DOK 1,2)

Identify job skills categories. (DOK 1)

Identify and understand action words used for manual tasks. (DOK 1,2)

Demonstrate putting words in alphabetical order by first letter. (DOK 2)

Demonstrate alphabetizing names by the second letter and beyond. (DOK 2)

Interpret appropriate classroom behavior to appropriate on-the-job behavior. (DOK 2)

Explain the importance of getting to work on time. (DOK 1,2)

Describe a plan for the first day of work. (DOK 1,2)

Identify appropriate and inappropriate interactions with co-workers. (DOK 1)

Explain the importance of speed and accuracy at work. (DOK 1,2)

Demonstrate and evaluate speed and accuracy in current work. (DOK 2)

Explain how to balance speed and accuracy in the workplace. (DOK 1,2)

Identify appropriate communication styles with supervisors and customers. (DOK 1,2)

Identify work situations that require intervention. (DOK 1,2)

Demonstrate how to act in difficult work situations. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to On-the-Job Skills and Behaviors.
- Students will complete worksheets and forms for on-the-job skills and behaviors in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concept checks.
- Students will perform student activities for On-the-Job Skills (3,6).

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

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Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

Independent Living-

Standard(s): PA Academic Standards

Standards Addressed:

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview:

Personal Care

Focus Question(s):

What skills are necessary for maintaining good health?

Goals:

- Students will learn to identify body systems and processes and learn how a healthy body works.
- Students will learn about preventing and treating health problems and making decisions about their health.
- Students will learn about the safe and proper use of medicines.
- Students will be able to choose among several structure class discussions to help them think about personal health decisions.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

Recognize names of external body parts (DOK 1 & 2)

Understand and recognize basic parts and functions of the eye & ear and the digestive, respiratory, and circulatory systems (DOK 1 & 2)

Understand how bones and skeletal muscles work together (DOK 1 & 2)

Make judgements about how and where to treat a problem (DOK 3)

Recognize habits and behaviors that promote good health (DOK 2)

Phone a doctor's office for an appointment (DOK 1 & 2)

Understand vocabulary for symptoms and medical conditions (DOK 2)

Prepare for an annual checkup (DOK 2&3)

Make a first-aid handbook (DOK 3 & 4)

Identify different forms of medicines (DOK 1 & 2)

Identify and understand the parts on a medicine label (DOK 2)

Differentiate prescription and over-the-counter medicines (DOK 3 & 4)

Formulate questions to ask doctors and pharmacists about medicine (DOK 3 & 4)

Understand warning labels on medicine (DOK 2 & 3)

Find and interpret dosage information (DOK 2 & 3)

Identify drugs of abuse (DOK 2)

Understand how voluntary alcohol and drug use becomes addictive use (DOK 2 & 3)

Identify features of healthy and unhealthy relationships (DOK 3)

Understand the consequences and risks of being sexually active (DOK 2 & 3)

Understand the consequence of pregnancy (DOK 2 & 3)

Understand how to prevent STDs (DOK 2)

Recognize the risk of HIV/AIDS (DOK 2 & 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to career awareness and post-secondary choices.
- Students will complete worksheets and forms for career awareness in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concepts check for Discussion Topic 3.

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in career awareness exercises, successful completion of classwork assignments.

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Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

Community Participation-

Standard(s): PA Academic Standards

Standards Addressed: PA Academic Standards: 13.3.11.E, 15.2.12J

Common Core Standards: CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

Anchor(s): R11.B.3, R11.A.2, R11.B.3

National Standards and Quality Indicators for Secondary Education and Transition

NS1.1, NS1.2, NS2.1, NS2.2, NS2.3, NS2.4, NS3.1, NS3.2, NS3.3, NS3.4, NS4.1, NS4.2, NS4.3, NS4.4

Overview: Using recreational facilities

Focus Question(s): How does an individual access recreational facilities?

Goals:

- Student will learn about accessing community recreation options
- Student will learn about visiting parks, zoos, and museums
- Student will learn about attending movies, sporting events and performances

Objectives:

Identify the features and uses of a park, zoo, and museum (DOK 1)

Identify appropriate behavior at a movie theater (DOK 1)

Identify community recreation and sporting activities (DOK 1)

Describe rules for guests at recreation and sporting activities (DOK 1)

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Core Activities and Corresponding Instructional Methods:

- Identify terminology related to community participation and using recreational facilities.
- Students will complete worksheets and forms for community participation and using recreational facilities in the Brigance Transition Skills and Activities Student Book.
- Students will complete progress assessment questions throughout the discussion topics.
- Students will complete concept checks.

Assessments:

Diagnostic: Brigance Transition Skills Inventory, Discussion of student's prior knowledge, Vocabulary Preview, Responses to teacher questions.

Formative: Progress assessments throughout the chapter, Reinforcing concepts in community awareness exercises, successful completion of classwork assignments.

Summative: Objective quiz covering unit vocabulary, Objective quizzes covering application of unit concepts, Objective quiz covering critical thinking topics in the unit, self-assessments.

Extensions: Have students explore local destinations related to the Unit concepts. Students will create a visual aid as related to unit concepts. Role-playing scenarios related to unit concepts. Students will practice filling out forms related to the unit.

Correctives: Use of a highlighter, graphic organizer, computer and calculator, provide oral testing/verbal responses, a scribe, provide prompts as needed, provide visual cues, provide a social story/script.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning, and Community based learning.

Materials and Resources:

Brigance Transition Skills Inventory. Curriculum Associates, LLC, 2010.

Brigance Transition Skills Activities and Workbook. Curriculum Associates, LLC, 2012.

Conover Company Transition Planning and Independent Living Skills

www.conovercompany.com

www.youtube.com

www.onetcenter.org

www.bizkids.com

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www.bls.gov/ooh

<http://www.health.pa.gov>

<http://nsttac.org>

Teacher-prepared handouts

Guest speakers

Task analysis data sheets

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Brigance Transition Skills Inventory

Textbook ISBN #: 978-0-7609-6160-5

Textbook Publisher &Year of Publication: Curriculum Associates, LLC 2010.

Curriculum Textbook is utilized in (title of course): Transition 18-21

Name of Textbook: Brigance Transition Skills Activities

Textbook ISBN #: 978-0-7609-7520-6

Textbook Publisher &Year of Publication: Curriculum Associates, LLC 2012.

Curriculum Textbook is utilized in (title of course): Transition 18-21

Name of Textbook: Brigance Transition Skills Activities Student Workbook

Textbook ISBN #: 978-0-7609-7522-0

Textbook Publisher &Year of Publication: Curriculum Associates, LLC 2012.

Curriculum Textbook is utilized in (title of course): Transition 18-21

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Appendix

National Standards and Quality Indicators for Secondary Education and Transition

Standard Area: Schooling

1.1 State Education Agencies (SEAs)/Local Education Agencies (LEAs) provide youth with equitable access to a full range of academic and non-academic courses and programs of study.

1.1.1 Youth are aware of and have access to the full range of secondary education curricula and programs, including those designed to help them achieve state and/or district academic and related standards and meet admission requirements for postsecondary education.

1.1.2 SEAs/LEAs provide youth with information about the full range of postsecondary options and encourage youth to participate in secondary courses that will enable them to meet the admission requirements of their chosen postsecondary program of study.

1.1.3 Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service-learning (programs that combine meaningful community service with academic growth, personal growth, and civic responsibility), and career preparatory experiences such as job shadowing and informational interviewing.

1.1.4 Each youth develops and begins to implement an individual life plan based on his or her interests, abilities, and goals.

1.1.5 SEAs/LEAs use universally designed and culturally competent curriculum materials (e.g., assignments, tests, textbooks, etc.) that are accessible and applicable to the widest possible range of youth.

1.1.6 Youth are aware of and have access to technology resources to enhance learning.

1.1.7 SEAs/LEAs integrate advising and counseling into the education program of every youth and ensure that supports are readily available to enable each youth to successfully complete secondary school and enter postsecondary education or other chosen post school options.

1.2 SEAs/LEAs use appropriate standards to assess individual student achievement and learning.

1.2.1 All youth participate in large-scale assessment and accountability systems that are universally designed, and have access to appropriate accommodations and alternate assessments.

1.2.2 Youth have access to appropriate accommodations and multiple assessment strategies.

1.2.3 SEAs/LEAs use assessment and accountability systems reflecting standards that prepare graduates for successful postsecondary education experiences, meaningful employment, and civic engagement.

1.2.4 SEAs/LEAs use assessment results to improve instruction and implement appropriate educational plans for each youth.

1.2.5 SEAs/LEAs use assessments that are not culturally biased.

Standard Area: Career Preparatory Experiences

2.1 Youth participate in career awareness, exploration, and preparatory activities in school- and community-based settings.

2.1.1 Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices.

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2.1.2 Career preparatory courses, programs, and activities incorporate contextual teaching and learning.

2.1.3 Schools, employers, and community partners collaboratively plan and design career preparatory courses, programs, and activities that support quality standards, practices, and experiences.

2.1.4 Youth and families understand the relationship between postsecondary education and career choices, and the role of financial and benefits planning.

2.1.5 Youth understand how community resources, non-work experiences, and family members can assist them in their role as workers.

2.2 Academic and non-academic courses and programs include integrated career development activities.

2.2.1 Schools offer broad career curricula that allow youth to organize and select academic, career, and/or technical courses based on their career interests and goals.

2.2.2 With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.

2.2.3 Career preparatory courses, programs, and activities align with labor market trends and up-to-date job requirements.

2.2.4 Career preparatory courses, programs, and activities provide the basic skills needed for success in a career field and the prerequisites for further training and professional growth.

2.3 Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.

2.3.1 Youth participate in high-quality work experiences that are offered to them prior to completing high school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.).

2.3.2 Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.

2.3.3 Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content.

2.3.4 Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.

2.4 Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.

2.4.1 Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.

2.4.2 Youth complete career assessments to identify school and post school preferences, interests, skills, and abilities.

2.4.3 Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.

2.4.4 Youth demonstrate that they understand how personal skills and characteristics (e.g., positive attitude, self-discipline, honesty, time management, etc.) affect their employability.

2.4.5 Youth demonstrate appropriate job-seeking behaviors.

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Standard Area: Youth Development and Youth Leadership

- 3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.
 - 3.1.1 Youth are able to explore various roles and identities, promoting self-determination.
 - 3.1.2 Youth participate in the creative arts, physical education, and health education programs in school and the community.
 - 3.1.3 Youth are provided accurate information about reproductive health and sexuality and have the opportunity to ask questions and discuss sexual attitudes.
 - 3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.
 - 3.1.5 Youth interact with peers and have a sense of belonging.
 - 3.1.6 Youth participate in a variety of teamwork and networking experiences.
 - 3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.
- 3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.
 - 3.2.1 Youth develop ethical values and reasoning skills.
 - 3.2.2 Youth develop individual strengths.
 - 3.2.3 Youth demonstrate the ability to set goals and develop a plan.
 - 3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.
- 3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.
 - 3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
 - 3.3.2 Youth learn the history, values, and beliefs of their communities.
 - 3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.
 - 3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.
 - 3.3.5 Youth participate in service to others in their community, their country, and their world.
 - 3.3.6 Youth identify and use resources in their community.
- 3.4 Youth demonstrate the ability to make informed decisions for themselves.
 - 3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.
 - 3.4.2 Youth demonstrate independent living skills.

Standard Area: Family Involvement

- 4.1 School staff members demonstrate a strong commitment to family involvement and understand its critical role in supporting high achievement, access to postsecondary education, employment, and other successful adult outcomes.
 - 4.1.1 School programs and activities provide a range of opportunities for family involvement and actively engage families and youth in the home, classroom, school, and community.

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4.1.2 School programs and activities are designed, implemented, and shaped by frequent feedback from youth and families.

4.1.3 School staff development includes training on youth and family involvement based on individual strengths, interests, and needs.

4.1.4 Youth and families have clear and accessible information regarding school curricula, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how these relate to postsecondary choices.

4.2 Communication among youth, families, and schools is flexible, reciprocal, meaningful, and individualized.

4.2.1 Youth, families, and school staff use the telephone, face-to-face meetings, electronic communications, and other methods as needed to support and enhance communication.

4.2.2 School staff individualizes communication methods used with youth and families to meet unique needs, including provision of text materials in alternate formats and non-English languages.

4.2.3 Youth, families, and school staff share reports of positive youth behavior and achievement.

4.2.4 Schools, families, and youth enhance communication through participation in school programs that improve literacy and communication skills.

4.3 • School staff actively cultivate, encourage, and welcome youth and family involvement.

4.3.2 • School staff provide flexible meeting arrangements to accommodate the varied needs of youth and families, addressing childcare needs, transportation needs, language barriers, and time schedules.

4.3.5 • All school information, materials, training, and resources reflect the diversity of the community.

4.3.6 • School staff provide referrals to community programs and resources that meet the individual needs of youth and families and allow youth and families to make informed choices.

4.4 • Youth, families, and school staff are partners in the development of policies and decisions affecting youth and families.

4.4.3 • School staff ensure school policies respect the diversity of youth and family cultures, traditions, values, and faiths found within the community.

PA Core Standards

Subject Area – 6: Economics

Standard Area - 6.1: Scarcity and Choice

Grade Level - 6.1.12: GRADES 12

6.1.12.B: Evaluate the economic reasoning behind a choice.

6.1.12.C: Analyze the **opportunity cost** of decisions made by individuals, businesses, communities, and nations.

Standard Area - 6.5: Income, Profit, and Wealth

Grade Level - 6.5.9-12: GRADES 9-12

6.5.9.A: Define wages and explain how wages are determined in terms of supply and demand.

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6.5.9.B: Describe how productivity is measured and identify ways in which a person can improve his or her productivity.

6.5.9.C: Identify and explain the characteristics of sole proprietorship, partnership, and corporation.

6.5.9.D: Analyze how risks influence business decision-making.

6.5.9.E: Define wealth and describe its distribution within and among the political divisions of the United States.

6.5.9.F: Examine leading entrepreneurs in Pennsylvania and the United States in terms of the risks they took and the rewards they received.

6.5.9.G: Compare and contrast the various financial tools available to savers.

6.5.9.H: Explain the impact of higher or lower interest rates for savers, borrowers, consumers, and producers.

6.5.12.A: Analyze the factors influencing wages.

6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.

6.5.12.D: Analyze the role of profits and losses in the allocation of resources in a market economy.

6.5.12.F: Assess the impact of **entrepreneurs** on the economy.

6.5.12.G: Analyze the risks and returns of various investments.

6.5.12.H: Evaluate benefits and costs of changes in interest rates for individuals and society.

Subject Area – 11: Family & Consumer Sciences

Standard Area – 11.1 Financial and Resource Management

11.1.9.B: Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non- cash systems, investments, insurance).

11.1.9.E: Compare the influences of income and fringe benefits to make decisions about work.

11.1.12.A: Evaluate the impact of family resource management on the global community.

11.1.12.B: Analyze the management of financial resources across the lifespan.

11.1.12.E: Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).

Subject Area - 13: Career Education and Work

Standard Area – 13.1: Career Awareness and Preparation

Grade Level – 13.1.11: Grade 11

13.1.11.A: Relate careers to individual interests, abilities, and aptitudes. [Materials & Resources](#)

13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.D: Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Career days, Career portfolio, Community service, Cooperative education,

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Graduation/senior project, Internship, Job shadowing, Part-time employment, Registered apprenticeship, School-based enterprise.

13.1.11.E: Justify the selection of a career.

13.1.11.F: Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: Associate degree, Baccalaureate degree, Certificate/licensure, Entrepreneurship, Immediate part/fulltime employment, Industry training, Military training, Professional degree, Registered apprenticeship, Tech Prep, and Vocational rehabilitation centers.

13.1.11.G: Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

13.1.11.H: Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Standard Area – 13.2: Career Acquisition (Getting a job)

Grade Level – 13.2.11: Grade 11

13.2.11.A: Apply effective speaking and listening skills used in a job interview.

13.2.11.B: Apply research skills in searching for a job. CareerLinks, Internet (i.e. O*NET), Networking, Newspapers, Professional associations, Resource books (that is *Occupational Outlook Handbook, PA Career Guide*)

13.2.11.C: Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, Letter of introduction, Postsecondary education/training applications, Request for letter of recommendation, Resume.

13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.2.11.E: Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: Commitment, Communication, Dependability, Health/safety, Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), Personal initiative, Self-advocacy, Scheduling/time management, Team building, Technical literacy, Technology.

Standard Area – 13.3: Career Retention and Advancement

Grade Level – 13.3.11: Grade 11

13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B:

Evaluate team member roles to describe and illustrate active listening techniques: Clarifying, Encouraging, Reflecting, Restating, Summarizing.

13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving.

13.3.11.D: Develop a personal budget based on career choice, such as, but not limited to: Charitable contributions, Fixed/variable expenses, Gross pay, Net pay, Other income, Savings, Taxes.

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13.3.11.E: Evaluate time management strategies and their application to both personal and work situations.

13.3.11.F: Evaluate strategies for career retention and advancement in response to the changing global workplace.

13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement.

Subject Area – 15: Business, Computer Information Technology

Standard Area - 15.2: Career Management

Grade Level - 15.2.12: GRADES 9 - 12

15.2.12.A: Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations. Reference Career Education and Work 13.1.11.A - B

15.2.12.B: Analyze a specific occupation within a career cluster.

15.2.12.C: Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity.

15.2.12.D: Analyze job tasks and responsibilities when working in a virtual versus a traditional work environment.

15.2.12.E: Compare and contrast career interests with post-secondary opportunities. Reference Career Education and Work 13.1.12.D

15.2.12.F: Evaluate various methods for financing a post-secondary education.

15.2.12.G: Analyze and complete an application (e.g., job, scholarship, financial aid, post-secondary) in a focused and effective manner.

15.2.12.H: Demonstrate appropriate behavior for an interview.

15.2.12.I: Compare and contrast employment laws including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA).

15.2.12.J: Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school. Reference Career Education and Work 13.1.11.G, 13.1.11.H

15.2.12.K: Apply networking skills as a resource for further career portfolio development and career opportunities.

15.2.12.L: Analyze how personal qualities and behavior apply in the workplace.

15.2.12.M: Evaluate the impact of workplace expectations on job performance. Reference Career Education and Work 13.3.12.A - B

15.2.12.N: Reference Business, Computer and Information Technology 15.3.12.X

15.2.12.O: Formulate and demonstrate strategies for working with diverse populations.

15.2.12.P: Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution. Reference Career Education and Work 13.3.12.C

15.2.12.Q: Evaluate the impact of change, work/life balance, and lifelong learning on one's life. Reference Career Education and Work 13.3.12.F

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Standard Area - 15.6: Finance and Economics

Grade Level - 15.6.12: GRADES 9 - 12

15.6.12.A: Evaluate the impact of internal and external influences on financial decisions.

15.6.12.B: Analyze financial decisions for major purchasing events occurring at different stages in life, systematically considering alternatives and consequences.

15.6.12.C: Reference Career Education and Work 13.3.11.D

15.6.12.D: Develop criteria to evaluate employment options.

15.6.12.E: Assess the purpose, source, and impact of various taxes.

15.6.12.F: Evaluate criteria for personal spending in relation to the economic climate.

15.6.12.G: Identify strategies for personal financial management.

15.6.12.H: Evaluate payment methods for major purchases.

15.6.12.I: Analyze the functions of the Federal Reserve and other financial institutions.

15.6.12.J: Analyze the total cost of a major purchase loan agreement using fixed and variable interest rates, calculated over time.

15.6.12.K: Analyze the impact of a positive or negative credit history.

15.6.12.L: Research major consumer credit laws and their impact on individuals in debt.

15.6.12.M: Assess the impact of identity theft; develop a plan for correcting a negative credit report.

15.6.12.N: Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.

15.6.12.O: Develop criteria for a disaster management plan that includes provisions for secure storage of digital and paper documents, inventory of household items, cash reserves, and medical records.

15.6.12.P: Develop financial investment plans to accommodate various economic and personal scenarios.

15.6.12.Q: Apply the “Rule of 72” to estimate the number of periods required to double an investment.

15.6.12.R: Compare and contrast various investment plans to achieve goals of liquidity, income, and growth.

15.6.12.S: Analyze the role of government in investment planning and retirement planning.

Anchors

R11.B.3 Understand concepts and organization of nonfictional text.

R11.A.2 Understand nonfiction appropriate to grade level.

R11.B.3 Understand concepts and organization of nonfictional text.

Common Core Standards

CC.3.6.11-12.B.

♣ Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

♣ Introduce a topic and organize complex ideas, concepts, and information so that each

♣ new element builds on that which precedes it to create a unified whole; include formatting

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- ♣ (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to
- ♣ aiding comprehension.
- ♣ Develop the topic thoroughly by selecting the most significant and relevant facts,
- ♣ extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- ♣ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- ♣ Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- ♣ Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CC.3.6.11-12.C.

- ♣ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.E.

- ♣ Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F.

- ♣ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.G.

- ♣ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.3.6.11-12.H.

- ♣ Draw evidence from informational texts to support analysis, reflection, and research.

CC.3.5.11-12.B.

- ♣ Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.3.5.11-12.G.

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Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____